Intermediate Digital Design		Course Code 270612			
Course Description					
Intermediate Digital Design is the second course within the Digital Design Pathway where students will focus on developing advanced skills to plan, design, and create interactive projects using the elements of text, graphics, animation, sound, video, digital imaging, in interactive projects. These skills can prepare students for entry-level positions and other occupational or educational goals.					
Program of Study to which the course applies:					
Arts, A/V Technology, and Communications Cluster					
Digital Design Pathway					
	Course Content	**Crosswalk to Common Core Academic Standards**	**Crosswalk to Nebraska Academic Standards**	**Crosswalk to Nebraska Career Readiness Standards**	**Crosswalk Clarification**
Standard 1	Students will integrate visual arts techniques as well as elements and principles of design to develop digital media.				
Benchmark 1.1	Identify and apply effective design solutions based on content.	ELA.RST. 11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.4.B.3	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 1.1.1	Utilize the design process to create digital media (e.g., focal point, directional flow, white and negative space).				
Sample Performance Indicator 1.1.2	Apply design elements and principles to a digital project (e.g., product packaging, print advertisement).				
Benchmark 1.2	Utilize text, color, and images to enhance media design through the use of various software.	ELA.WHST.11-12.6	LA.12.2.1.f	CR.6.A.1	
Sample Performance Indicator 1.2.1	Create advertising for a business or organization (e.g., promotional event, billboard, signage, banner).				
Sample Performance Indicator 1.2.2	Design trade show display materials for promotion of an existing or fictional business.				
Standard 2	Students will demonstrate the use of technical tools and knowledge of digital design.				

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Benchmark 2.1	Create, manipulate, and appropriately use vector graphics.	ELA.RST.11–12.3 MTH.G.MG.3	LA.12.3.2 LA.12.1.6.k MA.12.2.4.a MA.12.2.4.b	CR.1.A.4 CR.6.A.1 CR.9.B.1	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 2.1.1	Identify graphic file formats and their appropriate use (e.g., pdf, ai, swf, png, eps).				
Sample Performance Indicator 2.1.2	Utilize drawing tools to create and manipulate paths (e.g., anchor points, directional handles) in the creation of a project (e.g., personal, business, movie logo).				
Sample Performance Indicator 2.1.3	Convert images from bitmap to vector and vice versa.				
Sample Performance Indicator 2.1.4	Import and export images for project requirements (e.g., compression, resolution).				
Benchmark 2.2	Create, manipulate, and appropriately use raster graphics.	ELA.RST.11–12.3	LA.12.3.2 LA.12.1.6.k MA.12.2.4.a	CR.1.A.4 CR.6.A.1 CR.9.B.1	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 2.2.1	Identify graphic formats and their appropriate use (e.g., jpg, gif, tif, bmp, psd, png, pdf).				
Sample Performance Indicator 2.2.2	Acquire image assets (e.g., digital camera, Internet search, stock sources, scanning).				
Sample Performance Indicator 2.2.3	Use layers, masks, and selections as well as apply filters and effects.				
Sample Performance Indicator 2.2.4	Import and export images for project requirements (e.g., compression, resolution).				
Benchmark 2.3	Apply desktop publishing design principles.	N/A	N/A	CR.1.A.4 CR.6.A.1 CR.9.B.1	
Sample Performance Indicator 2.3.1	Understand that focal point is the visual element in a page that the viewer notices first.				

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Sample Performance Indicator 2.3.2	Utilize directional flow to draw a reader's eyes through the text to particular words or images for emphasis.				
Sample Performance Indicator 2.3.3	Demonstrate design principles such as harmony, balance, and color within a publication.				
Benchmark 2.4	Apply animation techniques.	ELA.RST.11–12.3	LA.12.3.2 LA.12.1.6.k	CR.1.A.4 CR.6.A.1 CR.9.B.1	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 2.4.1	Recognize and apply principles of animation (e.g., anticipation, timing).				
Sample Performance Indicator 2.4.2	Effectively use storytelling techniques.				
Sample Performance Indicator 2.4.3	Include appropriate audio.				
Sample Performance Indicator 2.4.4	Create animations (e.g., frame by frame, tween, keyframe).				
Sample Performance Indicator 2.4.5	Publish and package appropriately for delivery medium.				
Benchmark 2.5	Plan, create, edit, and publish digital video.	ELA.WHST.11–12.6	LA.12.3.1.c	CR.6.A.1 CR.9.B.1	
Sample Performance Indicator 2.5.1	Create a storyboard and script for video (e.g., 30-second commercial).				
Sample Performance Indicator 2.5.2	Organize a field shoot and assign field shoot roles (e.g., gaffer, grip, camera man, director, actor).				
Sample Performance Indicator 2.5.3	Capture, import, organize, and edit video.				
Sample Performance Indicator 2.5.4	Publish and package appropriately for delivery medium.				
Benchmark 2.6	Plan, create, edit, and publish a multiple page website.	ELA.WHST.11–12.6	LA.12.3.1.c; SC.12.1.3.a; SC.12.1.3.c	CR.6.A.1 CR.9.B.1	
Sample Performance Indicator 2.6.1	Create a website planning document including hierarchy, navigation, colors, planned links, and images.				
Sample Performance Indicator 2.6.2	Build a website of multiple pages that includes digital media.				

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Sample Performance Indicator 2.6.3	Prepare and publish website for appropriate delivery.				
Standard 3	Students will exhibit ethical conduct related to computer use.				
Benchmark 3.1	Research and seek permission to use copyrighted material.	ELA.WHST.11-12.7-8	LA.12.4.1.a-c LA.12.1.6.j	CR.5.B.1 CR.9.A.2 CR.9.C.1	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 3.1.1	Create a project utilizing original content, public domain, or licensed media.				
Sample Performance Indicator 3.1.2	Contact owner of copyrighted material for permission to use.				
Standard 4	Students will develop an awareness of digital media career opportunities.				
Benchmark 4.1	Compare and contrast occupations related to digital design.	N/A	SS.12.2.6.b	CR.1.B.1 CR.5.A.1 CR.10.A.1	
Sample Performance Indicator 4.1.1	Research postsecondary education opportunities.				
Sample Performance Indicator 4.1.2	Coordinate an internship with a local business or organization.				
Sample Performance Indicator 4.1.3	Participate in a career fair.				
Standard 5	Students will develop digital design products while working on a team.				
Benchmark 5.1	Understand group roles for those working as members of a digital design project team.	N/A	N/A	CR.8.A.3	
Sample Performance Indicator 5.1.1	Identify technical talents (e.g., leadership skills, aptitude for innovation and creativity).				
Sample Performance Indicator 5.1.2	Identify and understand the digital design team roles (e.g., graphic artist, designer, developer).				

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Sample Performance Indicator 5.1.3	Create a brand for a business (e.g., logo, business forms, packaging, signage, website).				
Sample Performance Indicator 5.1.4	Interact with the instructor or business leader with production and revision needs.				

Reference Sheet

Key Code	Source
IN	Indiana Department of Education Academic Core Standards--Interactive Media
IND CIG	Indiana Department of Education Academic Standards Course Framework--Computer Illustration and Graphics
MPS Mini-Magnet	Millard Public Schools - Millard South High School - Technology Mini Magnet
UT DP	Utah Education Network Desktop Publishing I Standards
UT DMI	Utah Education Network Digital Media I Standards
UT DMII	Utah Education Network Digital Media II Standards

Additional Resources for Educators		
Suggestions for innovative teaching and learning strategies	Book: Exploring the Elements of Design - Thomson Delmar Learning	
	Book: Graphic Design Basics, Amy E. Arntson - Thomson Wadsworth	
	Book: Introduction to Desktop Publishing with Digital Graphics, Glencoe	
	Book: The Non-Designer's Design Book, Robin Williams	
	Book: The Non-Designer's Design and Type Books, Robin Williams	
	Book: The Non-Designer's InDesign Book, Robin Williams	
	Book: The Desktop Publisher's Idea Book, 2nd Edition by Chuck Green	
	Book: Visual Literacy. Watson-Guptill Publications, Judith Wilde	
	Book: Designing Brand Experiences. Thomson Delmar Learning, Robin Landa	
	Worth 1000	http://www.worth1000.com
	Business Education Lesson PLans by Tonya Skinner	http://lessonplans.btskinner.com/
	About.com - Desktop Publishing	http://desktoppub.about.com/
	Smashing Magazine	http://www.smashingmagazine.com/
	Layers Magazine	http://layersmagazine.com/
	Before And After Magazine	http://www.bamagazine.com/
	The Art of Sneaky Teaching Print Projects by Jerry Travis	http://www.jerrytravis.com/sneakyTeaching/
Related Assessments		
	Tutorials Training	http://tutorialstraining.com/
	Certiport	http://www.certiport.com/portal/desktopdefault.aspx?TZ=-5
	RCampus	http://www.rcampus.com/
Extended Learning Opportunities	Adobe	http://www.adobe.com/education/higher-ed.html
	Lynda.com	http://www.lynda.com/
	Atomic Leaning	http://www.atomiclearning.com/
	FBLA and PBL Competitive Event	
Professional Development Opportunities	NETA Conference - Nebraska Educational Technology Association Conference	
	NCE Conference - Nebraska Education Career Conference	
	ISTE Conference - International Society for Technology in Education Conference	
Community Links/Resources available	Local Chamber of Commerce	
	Local Businesses and Organizations	

Contributors		
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